

# Index

## A

“A True Fish Story,” 602  
    modifying verbs to move a  
    story along, 606  
    moving the story along,  
    605  
    narrative structure, 603

Action  
    involving the body, 52  
    involving objects, 52  
    involving object and location,  
    206

Actions, *see* Identifying  
    *See also* Instructing a person  
    to perform an action

Activities, *see* Talking about activi-  
ties with others

Affirm/negate, 85

Ages, *see* Number forms for giving  
ages  
    *See also* Giving ages

Agreement verbs, 441  
    ASK-TO, 441  
    GIVE-TO, 441  
        *See also* Give-to, show-to,  
        throw-to  
    SHOW-TO, 441  
        *See also* Give-to, show-to,  
        throw-to  
    TAKE-FROM, 441  
    TELL-TO, 441, 446  
    THROW-TO, 441–442  
        *See also* Give-to, show-to,  
        throw-to

“ah,” 230

Always, *see* Never, always, and  
sometimes

Answering questions, 79

Appearance, *see* Basic clothing and

appearance  
    *See also* Describing a person’s  
    appearance

Areas within the city, 199

Asking for names with wh-word  
questions, 5

Asking  
    about relationships, 321  
    and giving a number, 398  
    and telling how long, 277  
    for a sign, 178, 297  
    how people are related, 394  
    if done, 467  
    “if done” questions, 469  
    people to move, 415  
    questions and commenting,  
    408  
    what is the sign, 175, 294  
    when questions, 436  
    which questions, 225, 305  
    who, 38  
    (2h) DO++ questions, 437

ASK-TO and TELL-TO, 446  
    *See also* Summarizing using  
    ask-to and tell-to

Attitude, *see* Facial expression

## B

Basic  
    clothing and appearance, 42  
    colors, 41  
    family vocabulary, 316

BCL, 549

Being and using an intermediary,  
71  
    *See also* Getting attention

Body classifiers (BCLs), 152

Bodypart classifier (BPCL), 549

Body positions, 54

*See also* Describing body  
positions  
BPCL, 549

## C

Calendar time signs, 426, 499

Card Game, *see* Vocabulary: card  
game

Cardinal numbers  
    1–5, 8  
    1–10, 8, 9, 29  
    1–15, 29, 30, 81  
    1–29, 247  
    1–99, 526  
    1–100, 362, 397  
    6–9, 8  
    10, 8  
    11–12, 28  
    11–15, 28  
    13–15, 28  
    16–19, 108, 109  
    20–29, 141, 142  
    30–60, 248  
    30–66, 246, 250, 299, 300  
    60–99, *see* Numbers 60–99  
    67–98, 336

Category signs, 34

“cha,” 251

Changing  
    statements to wh-word ques-  
    tions, 184  
    statements to yes/no questions,  
    183

Checking comprehension, 310

Childhood stories  
    “A True Fish Story,” 602  
    “Ghost in My Room,” 615  
    “If Only I Could Fly,” 594  
    “I Wanna Be Different,” 609

- One's own childhood story, 624  
 "Wrong Name," 586
- Chores, *see* Household chores  
*See also* Talking about chores
- Classifiers  
 Body (BCL), 152  
 Descriptive (DCL), 251  
 Instrument (ICL), 152
- Clear sightlines, 413
- Clothing, *see* Basic clothing and appearance
- COME-TO, *see* Using the sign  
 come-to
- Commands, *see* Giving commands
- Commands involving location, 208
- Commenting on family members, 404
- Communicating with the face, 213
- Comparing yourself to another person, 417
- Completion of activity, 467
- Comprehension, *see* Checking comprehension
- Contrastive structure, 33, 119, 152, 221, 251, 315, 344, 350, 367  
 ranking, 350  
*See also* Review contrastive structure
- Conveying size by using "oo," "mm," "cha," 251  
 "cs," 230
- Culture:  
 getting attention, 71  
 maintaining a clear sightline, 412  
 negotiating a signing environment, 169
- D**
- DCL, 47, 251, 549
- Describing  
 actions, 158  
 basic shapes, 147  
 body positions, 156  
 combination shape, 150  
 combinations of shapes, 148  
 jobs, 516
- leisure activities, 136
- living arrangements and pets, 259
- person's appearance, 154
- shapes, 48
- three types of shapes, 146
- Descriptive classifier (DCL), 549
- Difference between leave-for and go-to, 497
- Differences, *see* Stating similarities and differences
- Directions, *see* Giving directions  
*See also* Expressing need and giving directions
- Directions structure, 229, 263  
 same floor, 229  
 different floor, 229  
 different building, 229
- Discriminating  
 between signs, 340  
 between two items, 20
- Discussing  
 family variations, 390  
 one's residence, 220
- Down letters, 271
- Drawing, *see* Writing, drawing, jotting down
- E**
- Engaging the audience, 566, 582
- Errands, 475  
*See also* Talking about errands
- Establishing  
 a reference point, 112  
 tense, 434
- Everyday activities, 429
- Expressing needs and giving directions, 266
- Extended family, *see* Talking about extended family  
 vocabulary, 369
- Eye gaze indicating  
 distances, 535  
 size of trees, 535
- F**
- Facial expressions to show attitude or reaction, 561
- See also* Using facial expressions
- Facial markers: cha, mm, oo, 221
- Family and relationship vocabulary, 368  
*See also* Basic family vocabulary; Commenting on family members; Discussing family variations; One's rank in the family; Talking about extended families
- Family occasions, 406
- Fill in the calendar, 526
- Fingerspelling  
 double letters, 166  
*See also* Three ways to fingerspell double letters
- down letters P, Q, Y, 270  
*See also* Down letters
- fist letter combinations in names, 14
- fist letters, 12, 13  
 A, 13  
 E, 13  
 I, 13  
 O, 13  
 S, 14  
 T, 14  
 M, 14  
 N, 14
- moving letter Z, 217, 218, 219
- names, 40, 167, 189  
 up letters, 130  
 words with letters G and H, 451
- FINISH and NOT-YET, 468  
*See also* Using finish
- Fist Letter, 13  
 combinations in names, 14  
 names, 82
- Following instructions, 66
- Frequency, 283  
 phrases, 487
- G**
- "Gallaudet and Clerc Story, The," 571  
 differences between signs and gestures, 574

- maintaining spatial agreement, 579, 580, 581
- reviewing the story, 577
- story cohesion, 582
- telling “The Gallaudet and Clerc Story,” 574
- two-person role shift, 576, 577, 578
- Gender, *see* Identifying gender
- Getting attention, 72
- Getting the meaning across, 401, 402
- Getting to know you, 2
- “Ghost in My Room,” 615
- getting the meaning across, 617, 618
- students rehearse their own stories, 622
- useful signs, 620
- Give-to, show-to, and throw-to, 442
- Giving
- ages, 363
- commands, 52, 65, 210, 305
- directions, 237, 309
- See also* Expressing needs and giving directions
- information about yourself, 84
- Giving basic directions
- around the classroom, 229
- expressing needs, 263
- Giving commands
- Locations, 206
- Objects in the classroom, 52
- GO-TO, 497
- Greetings, 86, 154
- “Gum Story, The,” 550
- assuming a character, 564
- character, development, 561
- entrances and exits, 554
- entrances, gum placements, exits, 555, 560
- manner of walking and becoming unstuck, 562
- presenting “The Gum Story,” 568
- role shift two characters, 565
- story cohesion, 566
- telling “The Gum Story,” 552, 567
- two-person role shift, 564
- understanding the story, 549
- H**
- Hair, *see* Identifying basic clothing and hair
- Handshape forms with letter J, 357, 359
- Handshape positions for G and H, 452
- Have, like, want, and need, 339
- Hearing or Deaf, 86
- Household chores, 457, 462
- How are you?, 120
- How-many questions, 110
- How often, 488
- See also* Telling how often
- How-old, 361
- See also* Telling how old
- I**
- Identify and fill a square, 291
- Identifying
- actions with objects, 58
- and fill a square, 291
- basic clothing and hair, 43
- gender, 40
- items around the classroom, 57
- locations: tic-tac-toe, 112
- others, 188
- people, 152, 160
- person: gender + description, 390
- same and different, 34
- sequence, 39, 152
- gender + appearance, 152
- gender + body position, 152
- gender + action, 152
- which square, 240, 290
- “If Only I Could Fly,” 594
- name object, describe action, 596–598
- narrative structure, 595
- word order to describe actions, 598
- Indicating square to mark, 113
- Instructing a person to perform an action, 55, 62
- Instrument classifiers (ICLs), 152, 531, 535
- Intermediary, *see* Culture: getting attention
- See also* Getting attention
- Introducing oneself, 23
- with wh-word questions, 25
- “I Wanna Be Different,” 609
- getting the meaning across, 611–614
- IX-loc, 2
- IX”person,” 390, 404
- J**
- J, *see* Moving letter J
- See also* Handshape forms with letter J
- Jobs, *see* Describing jobs
- Jotting down, *see* Writing, drawing, jotting down
- K**
- Keys, 401–402
- L**
- Languages
- one grew up with and learned, 122
- taught and learned, 89
- See also* Narrating language
- backgrounds; Narrating experience with languages; Telling language background
- LCL, *see* Locative classifier
- Learning everyone’s name, 3
- LEAVE-FOR, 497
- Leisure
- activities, 137
- survey, 187
- See also* Describing leisure
- activities; Talking about leisure activities
- Lengths of time, 275
- Letters P, Q, Y, 272
- Level of willingness, 484

Like, *see* Have, like, want, and need  
Living arrangements, 253  
*See also* Describing living  
arrangements and pets  
Locations around the classroom,  
232, 265  
Locative classifier (LCL), 549, 554

## M

Maintaining spatial agreement,  
286, 580, 581  
Making verbs agree, 443, 448  
in narratives, 448  
Manipulating sign or classifier  
to show manner of walk or  
becoming unstuck, 561  
Map orientation (vertical and  
horizontal), 579  
Mirror game, 4  
“mm,” 251  
Modes of transportation, 281  
Moving a person aside, 173  
Moving letter J, 356  
MUST fs-DO, *see* Using must fs-DO

## N

Names, *see* Learning everyone’s  
name  
*See also* Fist letter combinations  
in names; Students’ names;  
Spelling your own name;  
Fist letter names;  
Fingerspelling names  
Names and locations of cities, 198  
Names with G and H, 452  
Narrating experience with lan-  
guages, 118  
Narrating language backgrounds,  
127  
Narratives, *see* Making verbs agree  
in narratives  
*See also* Telling narratives;  
Understanding narratives  
Narrative structure, 119  
Need, *see* Have, like, want, and  
need  
Negating and giving correct infor-  
mation, 101

Negation, 327, 385  
Negation signs NOT and NONE,  
329–331, 385  
*See also* Questions using not  
and none; Responding  
using no, not; Sign none  
to negate sentences  
Negative headshake, *see* Use a neg-  
ative headshake before giving  
an opinion  
Negative responses, 327  
Never, always, and sometimes, 288  
NO, *see* Responding using no, none  
*See also* Responding using no,  
not  
Non-manual elements, *see* Voca-  
bulary: non-manual elements  
NOT-YET, *see* Finish and not-yet  
Numbers  
1–99, 526  
1–100, 362  
60–99, 337  
100, 398  
rocking numbers 67–98, 335,  
336  
*See also* Asking and giving a  
number; Cardinal numbers;  
Numbers with subtraction  
Number forms for giving ages, 362  
Number Game, 300  
Numbers with subtraction, 143  
**O**  
Objects, *see* Giving commands:  
objects in the classroom  
*See also* Identifying actions  
with objects;  
Occasions, *see* Family occasions  
One-person role shift, 531,  
535–537, 561  
One’s rank in the family, 346  
“oo,” 251  
orienting signs, 261, 306  
Orient signs toward persons being  
referred to, 251  
**P**  
P, *see* Down letters

*See also* Letters p. q. y  
Parts of the day, 501  
Passing between groups, 171  
Pass it on, 191  
Pauses, 566  
People in a classroom, 88  
Personal pronouns, 367  
*See also* Personal and possessive  
pronouns  
Pets, 256  
*See also* Talking about room-  
mates and pets  
Phrases  
everyday activities at home,  
425  
everyday activities outside  
home, 425  
Placing the topic at the beginning  
of a sentence, 112  
Playing tic-tac-toe, 115  
Plural pronouns, 497  
for four or more people, 506  
for two or three people, 502  
THEY-TWO, 367  
*See also* Pronouns, 505,  
506, 509  
POSS“another person,” 390,  
404  
*See also* plural pronouns and  
time signs  
Possessive pronouns, 315, 367,  
373  
Practicing yes-no questions, 307  
Preparing for homework, 204  
Pronouns, 367, 373  
for two or three people, 502  
IX, 380, 390  
IX“person,” 404  
personal, 367, 373  
plural, *see* plural pronouns for  
two or three people  
POSS, 380, 390  
POSS“another person,” 404  
possessive, 367, 373  
third-person, 377  
US-FOUR, 497  
US-THREE, 497  
US-TWO, 497

## Q

- Q, *see* Down letters
- See also* Letters p. q, y
- Questions, *see* Answering questions
- See also* Asking “if done” questions; Asking which questions; How-many questions

## R

- Rank, *see* One’s rank in the family
- Ranking, 344
- See also* Contrastive structure and ranking
- Ranking using weak hand, 367
- Reaction, *see* Facial expression
- Real world orientation, 196, 229, 263
- using IX-loc, 39, 85
- Relationships, *see* Asking about relationships
- Relationship work order, 367
- Reply with
- both forms, 327
- corrected information, 327
- negative statement, 327
- Residence, *see* Discussing one’s residence
- See also* Types of residences
- Responding
- negatively to yes/no questions, 332
- using NO, NONE, 332
- using NO, NOT, 329
- Review
- contrastive structure, 345
- vocabulary, 439
- Rhetorical question, 344
- Role shift, *see* “The Gallaudet and Clerc story”
- See also* Childhood stories: “Wrong name;” “The Gum Story;” “Timber”
- Roommates, *see* Talking about roommates and pets

## S

- Same and different, 18
- Same or different, 17, 33

- School names, 96
- SCL, 549, 554
- Semantic classifier (SCL), 549, 554
- Sequence
- activities involving time signs, 497
- errands, 473
- Sequencing information, 510
- Shapes, *see* Describing basic shapes
- See also* Describing a combination shape; Describing combination of shapes; Describing shapes; Describing three types of shapes
- Siblings, *see* Talking about siblings
- SHOW-TO, *see* Give-to, show-to, and throw-to
- Sightline, *see* Culture: maintaining a clear sightline
- Sign
- NONE to negate sentences, 331
- NOT to negate sentences, 329
- Signer’s perspective, 240
- See also* Taking the signer’s perspective
- Signing
- numbers 1–10, 10
- space, 566, 582
- Similarities, *see* Stating similarities and differences
- Sometimes, *see* Never; Always
- Spatial agreement, 280, 579
- See also* Maintaining spatial agreement
- Specifying where, 47, 48, 50
- Spelling your own name, 24
- Stating
- a hobby, 138
- similarities and differences, 304
- Storytelling, 529
- Strategies used to ask for a sign, 177, 296
- Students’ names, 24
- Students rehearse their own stories, *see* “Ghost in My Room”
- Summarizing

- information, 292
- using ASK-TO and TELL-TO, 471

## T

- Taking the signer’s perspective, 149, 241–243
- Talking about
- activities with others, 496
- chores, 454
- errands, 473
- everyday activities, 424
- extended family, 366
- immediate family, 314
- leisure activities, 135
- roommates and pets, 251
- siblings, 343
- what one does for a living, 515
- Tapping, 71
- to get attention, 74
- See also* Getting attention
- TELL-TO, *see* Summarizing using ask-to and tell-to
- Telling
- how long, 275, 276
- See also* asking and telling how long
- how often, 487, 492
- how old, 361
- how one is, 231
- how they are related, 378
- language background, 128
- narratives, 422
- what the keys are for, 402
- where one lives, 196
- where you live, 202
- Tense, *see* Establishing tense
- Third person personal and possessive pronouns, 404
- Three ways to fingerspell double letters, 167
- THROW-TO, *see* Give-to, show-to, and throw-to
- “Timber,” 532
- one-person role shift, 535–538
- presenting “Timber,” 547
- role shift, 541

story cohesion, 544  
 telling the story, “Timber,”  
     534  
 telling “Timber” well, 545  
 two-person role shift, 539,  
     540, 542  
 understanding the story, 531  
 Tic-Tac-Toe, 112  
     *See also* playing tic-tac-toe  
 Time signs and plural pronouns,  
     505, 509  
 Time signs, *see* Calendar time signs  
     *See also* Time signs and plural  
     pronouns  
 Topicalization, 39, 53, 206, 229,  
     263, 424, 455  
 Touch, *see* Using touch to pass  
     through  
 Transitions, 119, 566, 582  
     *See also* Using ONE as a transi-  
     tion  
 Transportation, *see* Modes of trans-  
     portation  
 Traveling to school or work, 279  
 Types of residences, 222  
 Two-person role shift, 531,  
     539–540, 542, 564, 576

**U**

Understanding narratives, 523  
 Up and down role shift, 589  
 Up letter names, 133  
 Up letters of the manual alphabet,  
     131  
 Useful signs, *see* “Ghost in My  
     Room”  
 Using an intermediary, 71, 72  
     *See also* Being and using an  
     intermediary  
 Using  
     facial expressions, 214  
     FINISH, 479  
     MUST fs-DO, 482  
     negative headshake before  
         giving opinion, 455  
     ONE as a transition, 511  
     the sign COME-TO, 284  
     touch to pass through, 172

**V**

Verbs

ASK-TO, *see* Ask-to and tell-to  
 COME-here, 473  
 FINISH, 473  
 GIVE-TO, *see* Give-to, show-to,  
     and throw-to  
 GO-TO, 473, 497  
 LEAVE-FOR, 497  
 SHOW-TO, *see* Give-to, show-to,  
     and throw-to  
 TELL-TO, *see* Ask-to and tell-to  
 THROW-TO, *see* Give-to, show-  
     to, and throw-to  
     *See also* Agreement verbs;  
     Making verbs agree  
 Vocabulary: card game, 78  
 Vocabulary, 418  
 Vocabulary  
     actions, 153, 207  
     actions with body, 53  
     actions with items, 53  
     activities, 135, 498  
     activity, 213  
     adjectives, 615  
     age, 361  
     animals/pets, 252  
     areas of city, 196  
     ask for repetition, 17  
     category, 2, 12, 17, 33, 39, 85,  
         119, 196, 230, 252, 425  
     characters, 570  
     chores, 455  
     classroom items, 53  
     clothing, 38  
     colors, 39  
     comments, 344, 405, 498  
     comparison, 17, 33  
     compass points, 196  
     confirm answer, 367  
     conveying ages, 221  
     conveying sizes, 221, 252  
     countries, 570  
     degree of attentiveness, 152  
     difficulty, 119  
     direction, 230, 263  
     drinks, 153  
     dwellings, 221

errands, 474  
 everyday activities, *see* Phrases  
     for everyday activities at  
     home  
     *See also* Phrases for every-  
     day activities outside  
     home  
 express  
     desire, 315  
     gratitude, 263  
     need, 263  
 facilities/other locations, 229  
 facilities/things, 264  
     variations, 390  
 frequency, 280  
 game, 112  
 gender, 38, 315  
 greeting, 23  
 identify position, 153  
 identities, 85  
 immediate family, 315  
 instructional, 2, 66  
 kind of relationship, 344  
 language modality, 119  
 languages, 85  
 lengths of time, 280, 586  
 level of willingness, 474  
 living arrangement, 252  
 location, 2, 206  
 memory-related, 23  
 names, 23  
 negation, 602  
 non-manual elements, 230  
 nouns, 586, 594, 602, 609,  
     615  
 number of, 344  
 objects, 207  
 occasions, 404  
 opinion, 221  
     about chores, 455  
 ordinals, 344  
 others, 23, 108, 119, 455,  
     549, 570, 586, 602, 609  
 parts of day, 497  
 parts of house, 615  
 people, 549  
 pets, *see* Animals/pets  
 phrases, 474, 498

phrases for everyday activities  
     at home, 425  
 physical description, 38  
 places, 85, 280, 474, 497, 570  
 plural pronouns, 497  
 position, 153  
 possession, 367  
 preferences, 152  
 present conditions, 119, 230  
 pronouns, 344, 455  
 quantity, 119  
 questions, 2, 119, 141, 221, 425  
 ranking, 344, 367  
 reactions, 586, 594, 602, 609  
 relationships, 315, 377  
     verb, 315  
     *See also* Family and relationship vocabulary  
 relatives, 367  
 respond to gratitude, 263  
 responses, 85, 474  
 results, 112  
 seeing signs, 594  
 siblings, 344  
 signs related to talking, 609  
 spatial agreement verbs, 280  
 subtraction, 141  
 sum, 367  
 tell about possessions, 252  
 tell-where, 196  
 third-person pronouns, 377  
 time, 315, 424, 497  
     sign phrase, 474  
 topic, 2

total, 367  
 transitions, 119, 474, 498, 586, 594, 609  
 transportation, 280, 570  
 verbs, 85, 280, 367, 549, 570, 586, 594, 602, 609, 615  
     change in relationship, 390  
 wh-word question, 108, 112, 280, 361, 405 586

## W

Walking through a signed conversation, 170, 171  
 Want, *see* Have, like, want, and need  
 Waving, 71  
     to get attention, 73  
     *See also* Getting attention  
 Weak hand  
     as a reference point, 554  
     functioning as a dominant hand, 554  
     to establish reference point, 206  
     when listing errands, 473  
 When, *see* Asking when questions  
 Where, *see* Specifying where  
 Which, *see* Asking which questions  
 Wh-word question, 2, 23, 39, 196, 221, 229, 367, 275, 280, 341, 401, 404, 424  
     (2h)#do++, when, 424  
     FOR++, 401  
     HOW++, 280  
     how-many, 367  
     how-many hour, 275

how-many minute, 275, 280  
 how-old, 404  
 MUST fs-DO"what"  
 when, 404  
 where, 229, 280, 404  
 which, 221  
 who, 39  
*See also* Asking for names with wh-word questions;  
     Changing statements to wh-word questions;  
     Introducing oneself with wh-word questions  
 Word order for commands, 53  
 Word order, *see* Relationship word order  
 Word order with time sign, 424  
 Writing, drawing, jotting down, 67  
 "Wrong Name," 586  
     narrative structure, 587  
     role shifting, 592  
     up and down role shift, 589

## Y

Y, *see* Down letters  
     *See also* Letters p. q, y  
 Yes/no questions, 85, 97, 251, 367, 390, 404, 467, 487  
     *See also* Changing statements to yes/no questions;  
     Practicing yes-no questions;  
     Responding negatively to yes/no questions